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ABSTRACT

This Skills Development Program (SDP) provides a generic set of actions employers could take to ensure that their organization has the work force skills necessary to compete globally today and tomorrow. The guide is organized by the 13 critical steps of the SDP: (1) determine if there is a need for improving workforce skills; (2) set specific objectives for an SDP; (3) identify SDP roles and responsibilities; (4) communicate the SDP concept to the entire organization; (5) select and analyze the targeted jobs; (6) assess the skill level of the present employees; (7) complete a "Gap Analysis" on the difference(s) between the job analysis and employee assessment; (8) identify specific methods to close the "gaps"; (9) identify specific resources for the SDP; (10) finalize all details and communicate the SDP process to the entire organization; (11) monitor, measure, and evaluate the results of the SDP; (12) communicate the results of the SDP; and (13) modify/evolve the SDP as appropriate. Questions that should be addressed in each step are provided along with suggested answers and alternatives. "Fix-It" Ideas are also provided for each of the critical steps. Twelve references are listed. (YLB)

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WORLD CLASS COMPETITION

SAFETY - QUALITY - PRODUCTIVITY - CUSTOMER SERVICE

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AN EMPLOYER'S GUIDE TO SKILLS DEVELOPMENT

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MISSOURI SKILLS DEVELOPMENT TASK FORCE

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DEFINITION
SKILLS DEVELOPMENT PROGRAM

The Skills Development Program (SDP) is a generic set of actions any employer, big or small, could take to ensure his/her organization has the workforce skills, necessary to compete globally - both today and tomorrow.

CRITICAL STEPS
SKILLS DEVELOPMENT PROGRAM (SDP)

1. Determine if there is a need for improving workforce skills.
2. Set specific objectives for an SDP.
3. Identify SDP roles and responsibilities.
4. Communicate the SDP concept to the entire organization.
5. Select and analyze the targeted jobs.
6. Assess the skill level of the present employees.
7. Complete a "Gap Analysis" on the difference(s) between the job analysis and employee assessment.
8. Identify specific methods to close the "gaps".
9. Identify specific resources for the SDP.
10. Finalize all details and communicate the SDP process to the entire organization.
11. Monitor, measure, and evaluate the results of the SDP.
12. Communicate the results of the SDP.
13. Modify/evolve the SDP as appropriate.

1. DETERMINE IF THERE IS A NEED FOR IMPROVING WORKFORCE SKILLS.

WHY SHOULD I BE CONCERNED ABOUT IMPROVING WORKFORCE SKILLS?

- National, State, or Local Literacy Statistics
- Media Exposure - "Horror" Stories, PLUS Advertising, Etc.
- Books - "Workforce 2000", "Workplace Basics", Etc.
- Anecdotes from Personal Friends/Professional Contacts

DO ANY BUSINESS INDICATORS SUGGEST A NEED?

- Safety Problems
- Quality Problems
- Productivity Problems
- Hiring/Promoting/Training/Retraining/Retaining Problems
- Miscellaneous:
  - Too Many "Checks" in the Work Processes
  - Absenteeism
  - Redoing Based on Mistakes
  - Etc.

DO ANY STRATEGIC FACTORS SUGGEST A NEED?

- Organization's Strategic Plan
  - New Technologies
  - New Equipment
  - New Software/Hardware
  - New Work Processes
- Geographical Demographics
  - Present/Future Working and Recruiting Population
  - English as a Second Language (ESL) Problems

"FIX-IT" IDEAS

BECOME SENSITIZED TO SKILLS ISSUES.

- Books, Media, Etc.
- Statistics (For your Geographical Area)
- Questions During Social/Business Conversations

AUDIT YOUR BUSINESS.

- Present Records
- (Creation of) New Records
- Work Process Analysis

AUDIT YOUR GEOGRAPHICAL AREA.

- Present Workforce
- Future Workforce

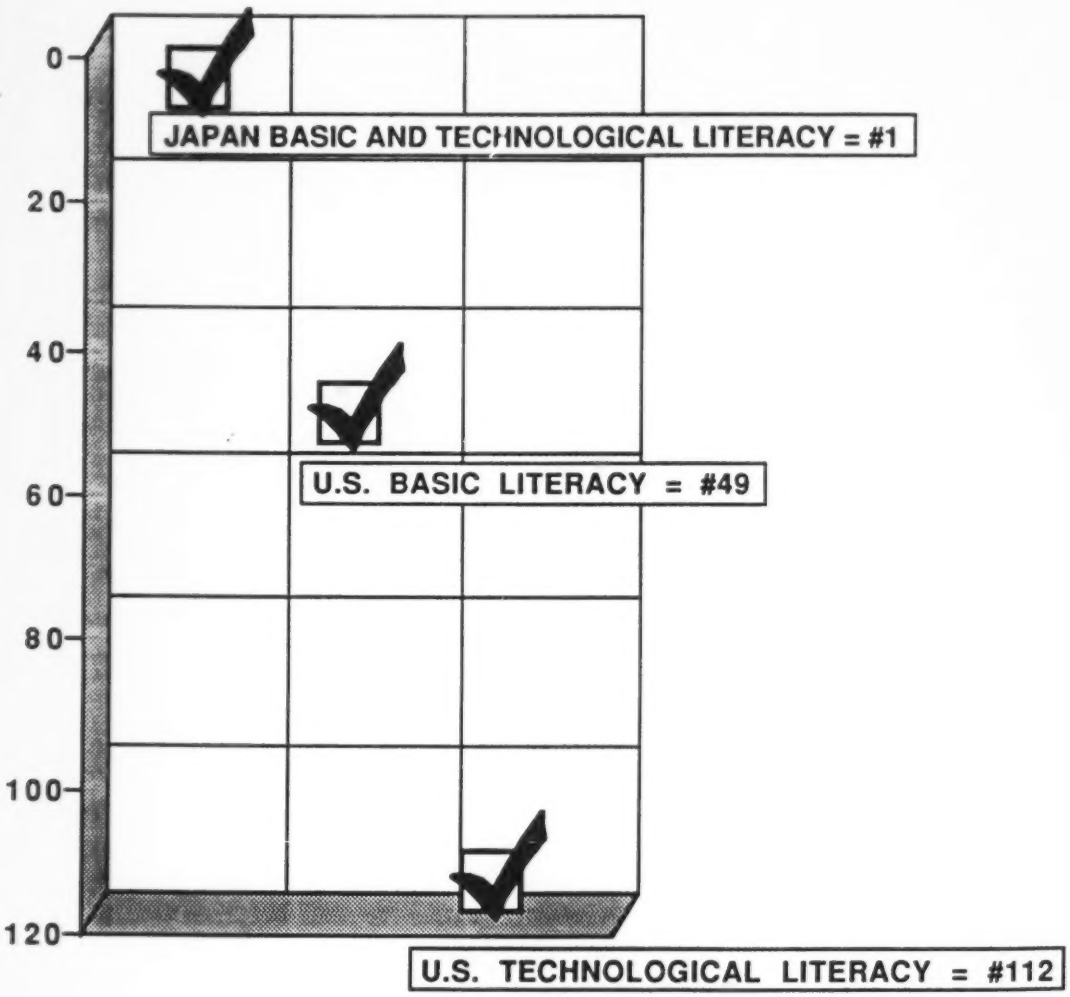
SEEK INPUT FROM YOUR PRESENT SUPERVISORS AND MANAGERS.

- Workforce Skills
- Estimated Costs
- Recommendations

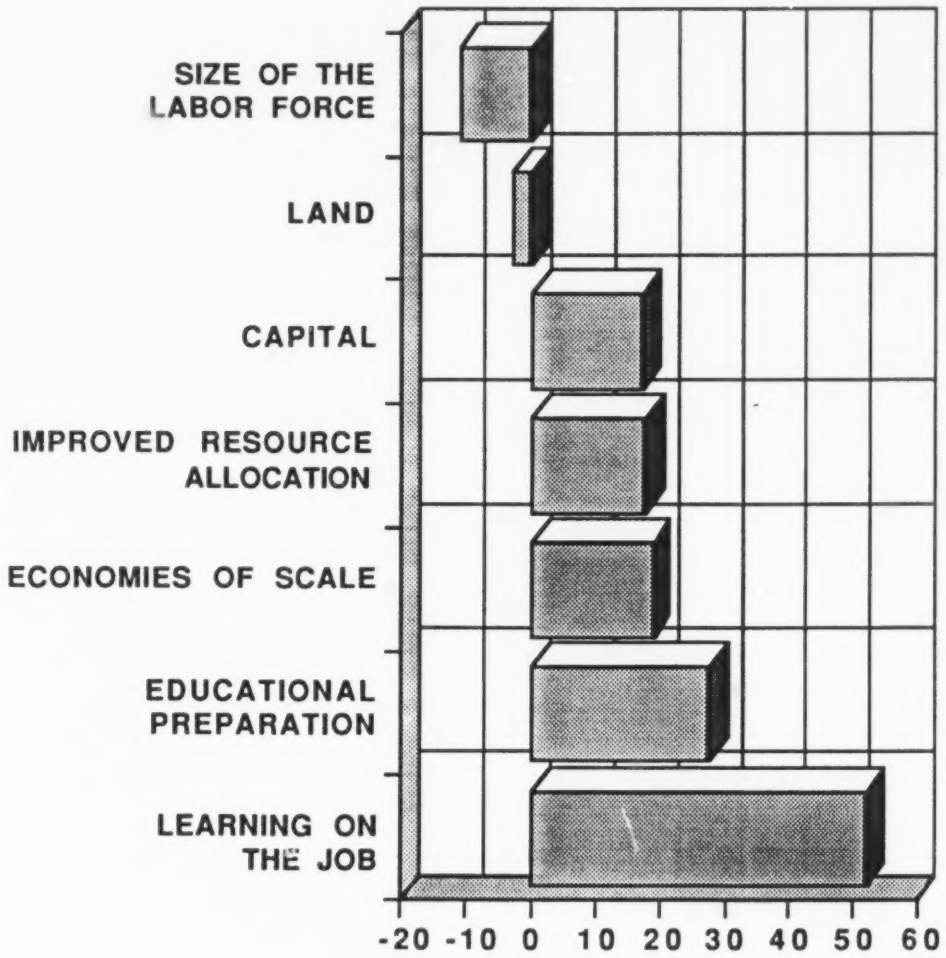
ASSESS LITERACY SKILLS LEVELS NEEDED, BASED ON YOUR ORGANIZATION'S STRATEGIC PLAN.

- Employee's Input About Present Needs/Problems
- External Expertise - Consultant, Supplier, Etc.

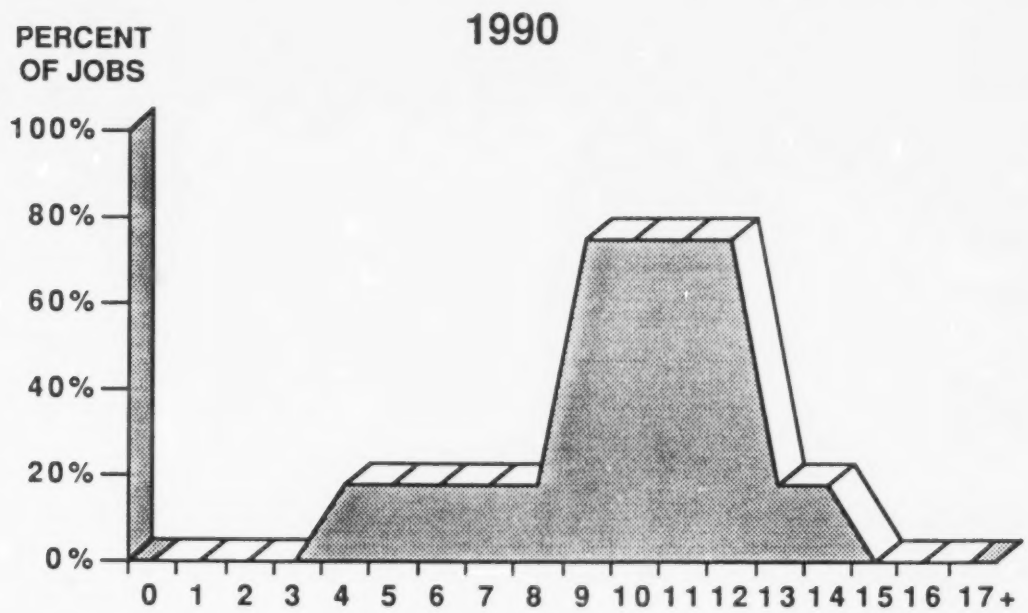
UNITED NATIONS COUNTRIES
LITERACY RATINGS

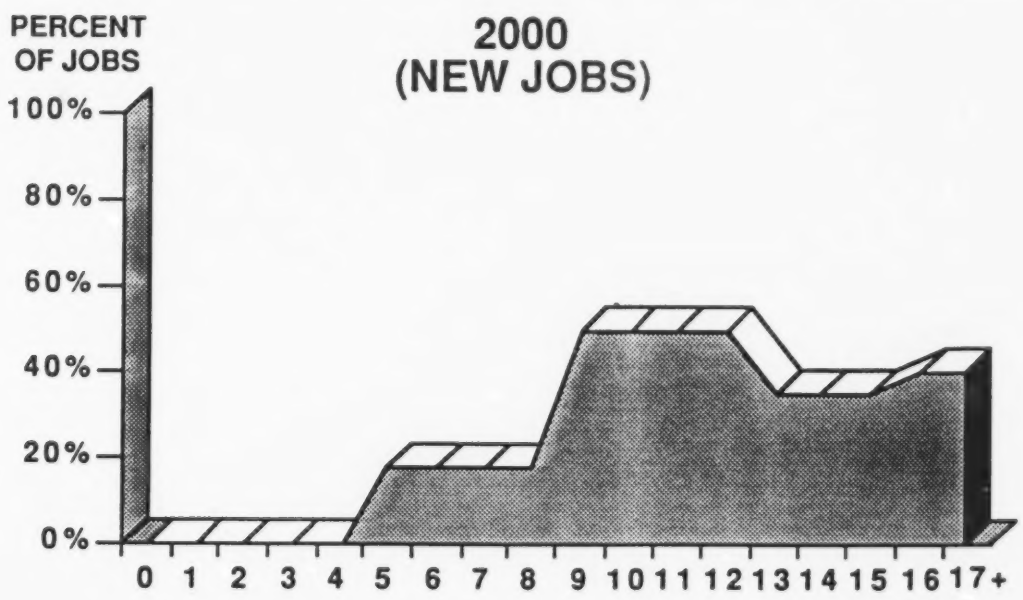


CONTRIBUTION TO ECONOMIC GROWTH
1929-1982



GRADE LEVEL REQUIREMENTS





2. SET SPECIFIC OBJECTIVES FOR A SDP.

WHAT DO I WANT TO ACCOMPLISH?

Skills Improvement

- Present Employees (Literacy to Post Ph.D.)
- Future Employees

Business Improvement

- Safety
- Quality (Products/Customer Satisfaction)
- Productivity
- Climate (Morale)

Other

- Skills Improvement for Employees' Families
- Community Improvement
  - "Partnership" with Schools
  - Business Consortium
- Litigation Avoidance

"FIX IT" IDEAS

SET SPECIFIC MEASUREMENTS TO DETERMINE EFFECTIVENESS.

- Skills Achievments
- Business Indicators (e.g. Scrap, Worker's Compensation, Etc.)
- Opinion Survey Score
- Community Reputation (i.e. Referrals, Awards, Etc.)
- Reduction/Absence of Litigation

3. IDENTIFY SDP ROLES AND RESPONSIBILITIES.

HOW SHOULD I MANAGE THE SDP PROCESS?

- SDP Coordinator, ONLY
- SDP Coordinator and Task Force

HOW SHOULD I EDUCATE THE SDP COORDINATOR AND/OR TASK FORCE?

- Workforce Skills
- Business Objectives
- Altruistic Objectives

WHAT GENERIC ROLES AND RESPONSIBILITIES ARE NECESSARY?

- Plan Creation
  - Budget
- Plan Proposal
- Consultant Contracting
- Measurement
- Communication
- Reporting
- Project Management

"FIX-IT" IDEAS

DETERMINE IF ONE PERSON IS CAPABLE OF THE RESPONSIBILITY.

- Time, Expertise, Desire, Etc.

DETERMINE WHAT EDUCATION IS NEEDED.

- Books, Seminars, Etc.
- Skills Providers
  - LIFT-MO
  - Schools
  - Not For Profits
  - Consultants

ASSESS PROSPECTIVE PERSON/MEMBERS FOR SKILLS.

- Regular Job Performance
- Other Projects and/or Task Forces
- Confidentiality
- Leadership (Role Model)

Note: If you use a Task Force, composed of a diagonal cross-section of your organization; you should consider the following:

- SDP Versus Literacy
- Confidentiality
  - Business
  - Individual
- Various Personal Agendas

4. COMMUNICATE THE SDP CONCEPT TO THE ENTIRE ORGANIZATION.

WHAT SHOULD I COMMUNICATE?

- WHAT - Definition and Scope
- WHY - Rationale
- WHO - Eligibility
- HOW - Implementation Steps
- WHEN - Timetable
- WHERE - Locations(s)

Note: This is a generalized communication of a "working" plan that sets up job analysis (Critical Step #5) and may change after it.

WHAT COMMUNICATION VEHICLE(S) SHOULD I USE?

- Impact Event
- On-going

"FIX-IT" IDEAS

DEVELOP A DETAILED PLAN.

- Sequential Steps, Benchmarks, Etc.
  - Measurements (Achievement/Climate)

DEVELOP LONG-TERM COMMUNICATION.

- Kick-off
  - All Employee Meeting
- Post-Job Analysis
  - Details
- Updates (Continuity And Reinforcement)
  - Bulletin Boards, Newsletters, Etc.
- Results (Continuity And Reinforcement)
  - Tied To Rationale

5. SELECT AND ANALYZE THE TARGETED JOBS.

WHICH JOBS ARE THE MOST CRITICAL TO MY BUSINESS?

- Business Indicators
- Strategic Factors
- Demographic/Geographic Indicators
- Employee, Supervisor, and Manager Interviews

HOW SHOULD I ANALYZE THE TARGETED JOBS?

- Internal Expertise
- External Expertise
- Combination - Internal/External

"FIX-IT" IDEAS

PRIORITIZE YOUR BUSINESS NEEDS.

- Selected Jobs - Job Families - All Jobs

Note: This prioritization should be compatible with the information learned when completing Critical Step #1.

DETERMINE YOUR JOB ANALYSIS RESOURCES.

- Internal
  - Available (Salary) or Trainable (Training and Salary)
- External
  - Local University/Community College
  - Consultants
- Combination
  - Computerization (i.e., "Skills 2000")
- Workforce Skills
- Estimated Costs
- Recommendations

COMPLETE THE JOB ANALYSIS ON THE TARGETED JOBS - SEE EXAMPLE.

GUIDELINES - JOB ANALYSIS

A. Identify critical tasks from learner interviews.

B. Observe a competent performer of the critical tasks in action. During the observation, ask the performer questions that give you information about the mental processes they are going through to perform the task.

C. Obtain copies of printed materials used to perform the task you observed/interviewed.

D. Review the collected printed task materials and your notes to familiarize yourself with the materials and goals.

E. Screen the printed task materials for problematic tasks for learners that are also necessary to perform the task.

F. Sequence and prioritize the tasks selected for instructional materials development.

G. Break down major tasks into steps, substeps, and single behaviors; identify the required reading, writing, computation, etc. processes employed for each.

H. Analyze each task behavior to determine what fact or concept students need to know or learn to perform it.

I. Document the tasks and reading, writing, computing, etc. processes embedded in each.

J. Categorize the functional tasks by the reading, writing, computing, etc. processes needed to perform the task.

K. Collate printed functional task materials with the reading, writing, computing, etc. processes you have identified.

JOB ANALYSIS MATRIX

CRITICAL TASKS	KNOWING HOW TO LEARN	READING	WRITING	MATHEMATICS	ORAL COMMUNICATION	LISTENING	PROBLEM SOLVING	CREATIVE THINKING	SELF-ESTEEM	GOAL SETTING/ MOTIVATION	PERSONAL & CAREER DEVELOPMENT	INTERPERSONAL SKILLS	NEGOTIATION	TEAMWORK	ORGANIZATIONAL EFFECTIVENESS	LEADERSHIP
	KINDS OF TRAINING NEEDED															
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																

6. ASSESS THE SKILL LEVEL OF THE PRESENT EMPLOYEES.

WHAT DATA IS AVAILABLE THAT INDICATES SKILL DIFFICULTY?

- Information from Critical Step #1
- Information from Job Analysis

HOW MANY EMPLOYEES WILL BE ASSESSED?

- Communication
  - Voluntary or Mandatory
  - Language Considerations
- Time
  - Amount
  - Company or Employee Time
- Who will Assess
- Confidentiality
- On-Site or Off-Site
- Job-Relatedness
  - Language, Style, Situations, etc.
- Disparate Impact - EEO

WHO WILL BE ASSESSED?

- Hourly
- Office - Exempt and Non-exempt
- Supervisory
- Managerial

WILL YOU START ASSESSING NEW HIRES?

- Standard Tests

"FIX-IT" IDEAS

COMPLETE THE SKILLS ASSESSMENT.

- Internal Expertise
- External Expertise
  - Local University/Community College
  - Consultants
- Combination
  - Computerization

PROVIDE FEEDBACK TO THOSE WHO WERE ASSESSED.

- Confidentiality
- Recommendations/Options (If known at this time)

7. COMPLETE A "GAP ANALYSIS" ON THE DIFFERENCE(S) BETWEEN THE JOB ANALYSIS AND EMPLOYEE ASSESSMENT.

HOW MANY EMPLOYEES ARE "AT RISK"?

HOW MANY JOBS ARE "AT RISK"?

HOW ARE THE "AT RISK EMPLOYEES/JOBS IMPACTING (COSTING) MY BUSINESS?

- Tangible Costs
- Intangible Costs

DO I NEED TO REASSESS CRITICAL STEPS #1 AND #2?

"FIX-IT" IDEAS

COMPLETE A "COST BENEFIT ANALYSIS" WORKSHEET.

- See Example

MAKE A GO/NO GO DETERMINATION.

- Integrated with Business Plan

COST BENEFIT ANALYSIS - WORKSHEET

Cost Categories (Attributable to Literacy Problems)	Costs($)
Safety	$ _____
Worker's Compensation	$ _____
Health/Major Medical	$ _____
Quality	$ _____
Customer Satisfaction	$ _____
Productivity	$ _____
• Excessive Time Expended by Employees	$ _____
• Excessive Time Expended by Others	$ _____
Human Resource Issues	
• Hiring	$ _____
• Promoting	$ _____
• Training/Re-training	$ _____
• Absenteeism	$ _____
• Retaining (Turnover)	$ _____
• Dissatisfaction (Morale)	$ _____
Other	$ _____
Total	$ _____

Remediation Categories	
Time (Research, Planning, Analyzing, Assessing, Implementation, and Tracking/ Reporting)	$ _____
Expertise (Internal/External)	$ _____
Hardware/Software	$ _____
Training	$ _____
Support Services (e.g. Transportion, Child Care, etc.)	$ _____
Other	$ _____
Total	$ _____

8. IDENTIFY SPECIFIC METHODS TO CLOSE THE "GAPS".

WHAT EDUCATION/TRAINING MUST BE GIVEN TO MEET SDP OBJECTIVES?

- Pre-workforce Skills
- Workforce Skills
- Adult Basic Education (ABE)
- High School Completion
- General Education Development (GED)
- English as a Second Language (ESL)
- Advanced Skills

WHAT OTHER SOLUTIONS ARE AVAILABLE?

- Automation
- Re-write Materials
- Work Re-design
- Etc.

"FIX-IT" IDEAS

FORMULATE EDUCATION/TRAINING PLAN WITH PROVIDER(S).

- Internal Expertise
- External Expertise
  - Local University/Community College
  - Consultants
  - Vocational-Technical Schools
  - Local School District
  - State Education Agency
  - Non-profit Organizations
  - Local Library

DETERMINE EDUCATION/TRAINING PLAN LOGISTICS.

- Who
  - Eligibility
  - Voluntary Versus Mandatory
- Where
  - On-Site/Off-Site
- When
  - Company or Employee Time
- How
  - Instructor Dependent
  - Computer Assisted
  - Peer Tutoring

9. IDENTIFY SPECIFIC RESOURCES FOR THE SDP.

HOW WILL I FUND THE ENTIRE PROCESS?

- Internal, External, or Combination

"FIX-IT" IDEAS

IDENTIFY SOURCES OF FUNDS.

- See "Resources"

RESOURCES

State Affiliate of American Association of Adult and Continuing Education

State Department of Education

State Department of Labor

State/Local Chamber of Commerce

State/Local Development Agencies

Local Private Industry Council/Job Training Partnership Act Funding

Legislation - Targeted Jobs Tax Credit Veteran's Job Training Act, and Economic Dislocation and Workers Adjustment Assistance Act

Universities

Community/Junior Colleges

Vocational-Technical Schools

High School Adult Education Programs (ABE and GED)

Local Library

Literacy Organizations/Consultants

Consortiums (of local businesses)

Business Organizations (Rotary)

Directory of Federal and State Business Assistance 1988-1989: A Guide for New and Growing Companies.
Federal and state programs designed to help business. Training programs are included, but are not separately indexed. There is a listing of manufacturing technology centers. The book is $29.00 and can be ordered from the national Technical Information Service, 800/336-4700

Directory of Incentives for Business Investment and Development in the United States: A State by State Guide.
A 680 page comprehensive guide to financial incentives offered to businesses prepared by the National Association of State Development under each state. The 1987 edition is $68.25 and is available from University Press of America, 301/459-3366. A new edition is due out in spring 1990.

Government Assistance Almanac 1989-1990.
Listing of all federal financial aid program. Training topics are indexed. Most federal training programs are funneled through state and local government and educational institutions. Available for $55.00 from Omnigraphics, Inc., 313/961-1340.

10. FINALIZE ALL DETAILS AND COMMUNICATE THE SDP PROCESS TO THE ENTIRE ORGANIZATION

WHICH COMMUNICATION VEHICLES SHOULD I CONSIDER?

- Assessment of Original SDP Communications
  - Strengths and Weaknesses
  - Mechanical Difficulty - See "Gunning Fog Index"

WHAT SHOULD I COMMUNICATE?

- Purpose and Importance
  - Company/Personal Rationale
- SDP Coordinator and/or Task Force
- Objectives
  - Measurement Methods
- Eligibility
  - Employees
  - Employees' Families
  - Community
- Logistics
  - All Details

GUNNING FOG INDEX

The Gunning FOG INDEX is a measure of how easy it is to comprehend a written passage.

To use the Fog Index:

1. **Choose 3 passages from the material.**
2. **Count 100 words from each of the 3 passages.**
3. **Count number of sentences.**
4. **Determine average length of a sentence by dividing 100 by the number of sentences, like this:**

$$\frac{100}{\text{Number of sentences}} = \text{Average sentence length}$$

5. **Count how many words have 3 or more syllables. (Exclude from the calculation capitalized words, combinations of smaller words, or verbs ending in -ing or -ed.)**
6. **Add the 2 factors average sentence length and number of 3 syllable words.**
7. **Multiply the total obtained (6) by 0.4. This product is considered a "grade level equivalent."**
8. **This index is a measurement of mechanical difficulty and is not a measure of the content difficulty.**

"FIX-IT" IDEAS

IDENTIFY METHODS FOR COMMUNICATING.

- State of the Business
- Newsletter
- Bulletin Boards
- Department Meetings
- Letter to Home
- Video
- Etc.

IDENTIFY ROLES AND RESPONSIBILITIES AT EACH LEVEL OF SUPERVISION AND MANAGEMENT.

- Initial Communication
- Seeking Feedback
- Counseling (Coaching)
- Follow-up
- Reporting
- Reinforcing/Correcting

11. MONITOR, MEASURE, AND EVALUATE THE RESULTS OF THE SDP.

HOW DO I DETERMINE EFFECTIVENESS?

- Results Versus SDP Objectives
  - Business Records
  - Costs Benefit Analysis
- Feedback
  - Participants
  - Supervisors and Managers
  - Customers

"FIX-IT" IDEAS

JUST DO (MANAGE) IT!

12. COMMUNICATE THE RESULTS OF THE SDP.

WHICH COMMUNICATION VEHICLES SHOULD I CONSIDER?

- Assessment of On-going SDP Communications
  - Strengths and Weaknesses
  - Mechanical Difficulty - See "Gunning Fog Index"

WHAT SHOULD I COMMUNICATE?

- Results
  - Personal
  - Company
  - Community (if appropriate)
  - Customers

"FIX-IT" IDEAS

IDENTIFY METHODS FOR COMMUNICATING.

- See "Fix-It" Details - Critical Step #10.

13. MODIFY/EVOLVE THE SDP AS APPROPRIATE.

HOW CAN I IDENTIFY ON-GOING NECESSITY FOR THE SDP?

- Employee Needs
- Business Needs
  - Present
  - Future
- Community Needs (if appropriate)

"FIX-IT" IDEAS

ASSESS EMPLOYEE FEEDBACK.

- Survey, One-on-one, Focus Groups, etc.

ASSESS BUSINESS NEEDS.

- Results of Cost Benefit Analysis
- Strategic Plan (5 Years+)

ASSESS COMMUNITY NEEDS (TIED TO BUSINESS NEEDS).

- Reputation
- Selection Pool

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place stamp here

TO: **LIFT-MO**
300 South Broadway
St. Louis, Missouri
63102

My business is (Circle One):

Manufacturing **Service** **Retail** **Health Care**

I have _____ **employees.**
(number)

I think _____ **employees have minor illiteracy problems.**
(number)

I think _____ **employees have major illiteracy problems.**
(number)

I think it is costing my company $ _____ **per year due to illiteracy problems.**

Please fill out, fold, staple and return to the above address - Thank you.